

Wisconsin Next Generation Assessment Task Force

December 2, 2008, 9:00 am – 12:30 pm

Panel of Presenters

State	Presenter	Key State Assessment Features
Indiana	Wes Bruce <i>Assistant Superintendent for Accreditation, Assessment and Licensing</i>	<ul style="list-style-type: none"> ○ “Core 40” high school end-of-course exams/graduation requirements ○ Phasing out graduation test, adding Algebra I and English 10 course exams ○ New voluntary computer-based teaching/ benchmark assessment tool K-8 ○ Paper/pencil summative exams 3-8 grades ○ Reading diagnostic exams K-2 grades
Michigan	Joseph Martineau <i>Director, Assessment and Accountability</i>	<ul style="list-style-type: none"> ○ Michigan Merit Exam – High school assessment with ACT test as one of three components; all students receive scholarship if they pass exam ○ High school end-of-course exams ○ Paper/pencil summative exams grades 3rd -9th grades
Minnesota	Christy Hovanetz Lassila <i>Assistant Commissioner, Accountability and Improvement</i>	<ul style="list-style-type: none"> ○ Phasing in graduation exam requirement of Writing -9th , Reading – 10th , Mathematics – 11th . ○ Statewide purchase of EXPLORE/PLAN, not used for accountability ○ Paper/pencil reading/mathematics 3-8 grades. ○ Computer-based science exam 5th/8th grades ○ Coordinating multi-state pilot effort to share test items to reduce costs
Nebraska	Pat Roschewski <i>Director, Statewide Assessment</i>	<ul style="list-style-type: none"> ○ Nebraska has a rich history of using district-based assessments, determined by districts and approved by the state. ○ Nebraska is now looking at finding a balance between district assessments and large-scale tests to meet NCLB requirements.
Oregon	Tony Alpert <i>Director, Assessment and Accountability</i>	<ul style="list-style-type: none"> ○ Online assessments grades 3-8 and high school ○ Multiple opportunities to test ○ All 10th graders also take the PSAT test (preliminary SAT), which is not used for accountability